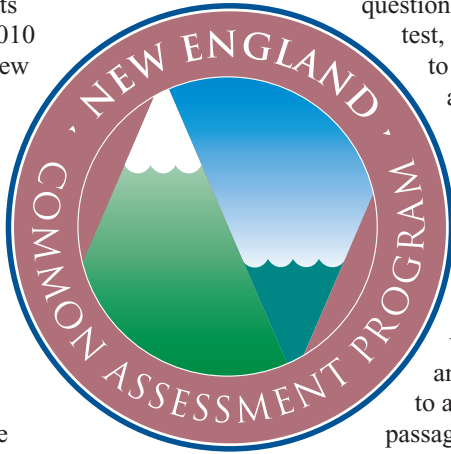


About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

School Results

School: Burchard A Dunn School

District: RSU 15/MSAD 15

Code: 1209-1532



Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

Grade Level Summary Report

School: Burchard A Dunn School
 District: RSU 15/MSAD 15
 State: Maine
 Code: 1209-1532

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				166	29	17	87	52	32	19	18	11	446	166	17	52	19	11	446	13,375	18	50	22	11	445
MATH				166	22	13	80	48	46	28	18	11	443	166	13	48	28	11	443	13,416	15	45	24	16	443
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



School: Burchard A Dunn School
District: RSU 15/MSAD 15
State: Maine
Code: 1209-1532

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				148 166	21 29	14 17	89 87	60 52	30 32	20 19	8 18	5 11	445 446
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				148 166	21 29	14 17	89 87	60 52	30 32	20 19	8 18	5 11	445 446
STATE 2008-09 2009-10 2010-11 Cumulative Total				13,461 13,375	1,973 2,347	15 18	7,047 6,660	52 50	2,870 2,903	21 22	1,571 1,465	12 11	444 445

Subtopic	Total Possible Points	Percent of Total Possible Points										
		0	10	20	30	40	50	60	70	80	90	100
Word ID/Vocabulary	44											
Type of Text												
Literary	43											
Informational	43											
Level of Comprehension												
Initial Understanding	47											
Analysis & Interpretation	39											



Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

Disaggregated Reading Results

School: Burchard A Dunn School
 District: RSU 15/MSAD 15
 State: Maine
 Code: 1209-1532

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				166	29	17	87	52	32	19	18	11	446	166	17	52	19	11	446	13,375	18	50	22	11	445
Gender																									
Male				77	11	14	39	51	17	22	10	13	444	77	14	51	22	13	444	6,903	14	49	24	13	444
Female				89	18	20	48	54	15	17	8	9	448	89	20	54	17	9	448	6,472	21	51	20	9	447
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						212	11	43	28	17	442
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						157	13	49	23	15	443
Asian				3										3						215	19	47	22	12	446
Black or African American				1										1						357	6	34	28	31	437
Native Hawaiian or Pacific Islander				0										0						11	64	18	18	0	455
White				157	29	18	83	53	30	19	15	10	447	157	18	53	19	10	447	12,318	18	50	21	10	446
Two or more races				1										1						105	12	56	19	12	444
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				5										5						396	5	36	29	30	437
Former LEP student - monitoring year 1				0										0						12	42	58	0	0	458
Former LEP student - monitoring year 2				0										0						8					
All Other Students				161	29	18	85	53	31	19	16	10	446	161	18	53	19	10	446	12,959	18	50	22	10	446
IEP																									
Students with an IEP				20	1	5	7	35	4	20	8	40	435	20	5	35	20	40	435	2,043	3	23	33	41	433
All Other Students				146	28	19	80	55	28	19	10	7	448	146	19	55	19	7	448	11,332	20	55	20	6	448
SES																									
Economically Disadvantaged Students				47	4	9	21	45	17	36	5	11	442	47	9	45	36	11	442	6,076	10	46	28	17	442
All Other Students				119	25	21	66	55	15	13	13	11	448	119	21	55	13	11	448	7,299	24	53	17	6	449
Migrant																									
Migrant Students				0										0						5					
All Other Students				166	29	17	87	52	32	19	18	11	446	166	17	52	19	11	446	13,370	18	50	22	11	445
Title I																									
Students Receiving Title I Services				29	0	0	8	28	14	48	7	24	436	29	0	28	48	24	436	2,491	4	37	40	20	438
All Other Students				137	29	21	79	58	18	13	11	8	448	137	21	58	13	8	448	10,884	21	53	18	9	447
504 Plan																									
Students with a 504 Plan				5										5						213	7	55	31	8	443
All Other Students				161	29	18	83	52	31	19	18	11	446	161	18	52	19	11	446	13,162	18	50	22	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

Mathematics Results

School: Burchard A Dunn School
District: RSU 15/MSAD 15
State: Maine
Code: 1209-1532

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

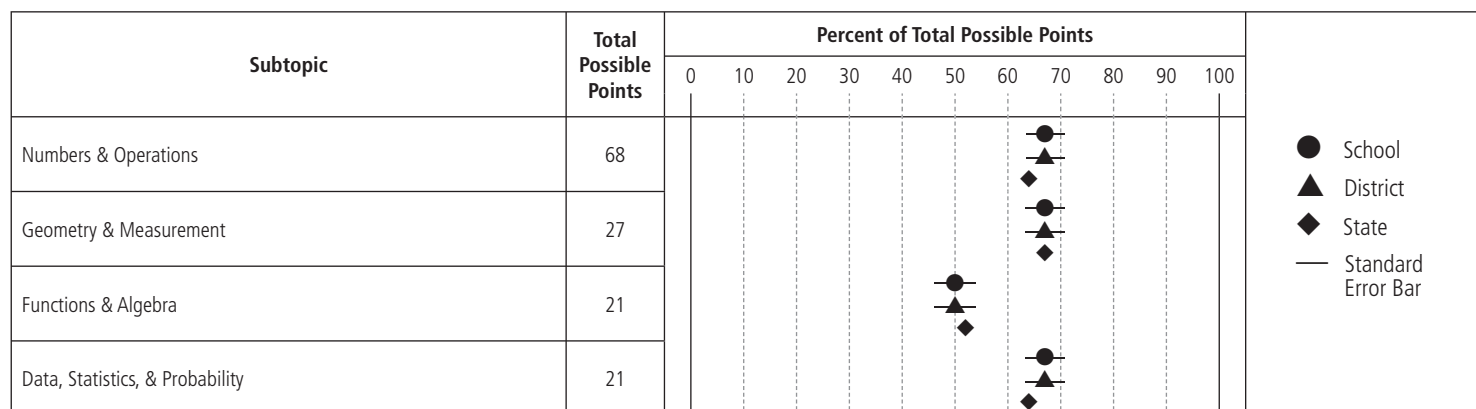
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				148 166	13 22	9 13	84 80	57 48	36 46	24 28	15 18	10 11	443 443
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				148 166	13 22	9 13	84 80	57 48	36 46	24 28	15 18	10 11	443 443
STATE 2008-09 2009-10 2010-11 Cumulative Total				13,481 13,416	1,850 2,032	14 15	6,485 6,041	48 45	3,034 3,241	23 24	2,112 2,102	16 16	443 443





Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

Disaggregated Mathematics Results

School: Burchard A Dunn School
District: RSU 15/MSAD 15
State: Maine
Code: 1209-1532

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				166	22	13	80	48	46	28	18	11	443	166	13	48	28	11	443	13,416	15	45	24	16	443
Gender																									
Male				77	11	14	34	44	22	29	10	13	442	77	14	44	29	13	442	6,924	17	44	23	16	443
Female				89	11	12	46	52	24	27	8	9	443	89	12	52	27	9	443	6,492	14	46	25	15	442
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						217	6	42	25	26	439
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						159	19	36	25	19	442
Asian				3										3						216	16	48	22	14	444
Black or African American				1										1						384	4	27	26	43	433
Native Hawaiian or Pacific Islander				0										0						11	27	36	36	0	448
White				157	21	13	75	48	44	28	17	11	443	157	13	48	28	11	443	12,324	16	46	24	15	443
Two or more races				1										1						105	14	44	24	18	442
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				5										5						439	4	30	24	42	434
Former LEP student - monitoring year 1				0										0						12	42	42	17	0	456
Former LEP student - monitoring year 2				0										0						8					
All Other Students				161	22	14	76	47	46	29	17	11	443	161	14	47	29	11	443	12,957	15	46	24	15	443
IEP																									
Students with an IEP				20	2	10	8	40	3	15	7	35	436	20	10	40	15	35	436	2,045	4	25	27	44	433
All Other Students				146	20	14	72	49	43	29	11	8	444	146	14	49	29	8	444	11,371	17	49	24	11	445
SES																									
Economically Disadvantaged Students				47	2	4	21	45	17	36	7	15	439	47	4	45	36	15	439	6,108	8	40	29	24	439
All Other Students				119	20	17	59	50	29	24	11	9	444	119	17	50	24	9	444	7,308	21	50	20	9	446
Migrant																									
Migrant Students				0										0						5					
All Other Students				166	22	13	80	48	46	28	18	11	443	166	13	48	28	11	443	13,411	15	45	24	16	443
Title I																									
Students Receiving Title I Services				29	0	0	10	34	14	48	5	17	437	29	0	34	48	17	437	2,505	4	32	36	29	436
All Other Students				137	22	16	70	51	32	23	13	9	444	137	16	51	23	9	444	10,911	18	48	21	13	444
504 Plan																									
Students with a 504 Plan				5										5						212	8	47	29	17	441
All Other Students				161	22	14	75	47	46	29	18	11	443	161	14	47	29	11	443	13,204	15	45	24	16	443

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.